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Students Serving Students: Perceived Benefits of Direct Community Service

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STUDENTS SERVING PEOPLE: PERCEIVED BENEFITS OF DIRECT
COMMUNITY SERVICE

A Capstone Experience/Thesis Project

Presented in Partial Fulfillment of the Requirements for

The Degree Bachelor of Arts with

Honors College Graduate Distinction at Western Kentucky University

By

Ashley M. Taylor

Western Kentucky University
2013

CE/T Committee:

Dr. Raymond Poff, Advisor

Dr. Pitt Derryberry

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Approved By

Advisor

Department of Kinesiology, Recreation, and Sport

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2013

ABSTRACT

The purpose of this study was to investigate the relationship between participation in direct community service and future community service intentions. Pre and post surveys, developed for use in this study, were administered at the beginning and end of a week-long community service project, to measure differences in attitude toward community service and those they were assisting. Analysis of the results demonstrated an increase in the enjoyment of community service activities, as well as working well with others. There was also a significant decrease when responding to the item, “It is not something that is essential to our lives.” The results of this study suggest direct community service may positively influence the attitudes of volunteers.

Keywords: volunteer, survey, community service

Dedicated to my husband, Joe, who supports
me from by my side and around the world.

ACKNOWLEDGEMENTS

This project would not have been possible without the time and support of several individuals. Firstly, my CE/T and minor advisor, Dr. Raymond Poff, who has taught me so many skills throughout this process that I will be able to take with me throughout my professional studies and future experience. I appreciate the time and effort of two other individuals of my committee as well- Dr. Pitt Derryberry and Rebekah Russell.

I would like to thank the Honors College at WKU for the opportunity to complete this task. This project was supported by Western Kentucky University through the Faculty- Undergraduate Student Engagement (FUSE) Grant, which I am very thankful for. The financial support of this grant made it possible to travel to the survey locations, obtain supplies, as well as travel to a National conference to present my work. Without this grant, it would have been nearly impossible to accomplish all that I did with this.

My family and friends have been a huge support system for me as I worked on my thesis, which I am very grateful for. And finally, but most importantly, God has allowed me to have this incredible experience, and taught me many things throughout it, which I am incredibly thankful for.

VITA

January 29, 1992.....	Born - Santa Barbara, California
2010.....	Anderson County High School, Lawrenceburg, Kentucky
2011.....	Study Abroad, Ghana, West Africa
2011.....	Community Partnerships Internship- WKU ALIVE Center
2012.....	Study Abroad, Ecuador
2013.....	Western Kentucky University, Bowling Green, KY

FIELD OF STUDY

Major: Psychology

Minor: Nonprofit Administration

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CHAPTER 1

INTRODUCTION

Community service has existed in many forms since its beginnings in the United States. Since its start, community service has grown in its spread through individuals, groups, and organizations seeking to make a difference. In the world of community service, our mindsets and ideas surrounding it have changed drastically over years of involvement and research.

This study served to discover the possible benefits that could occur due to performing direct community service, or working directly with the person in need of goods or services. Pre and post surveys were administered to a body of community service participants to measure their beliefs and opinions on specific topics, which will be discussed in detail. Through this, we sought to test the idea that working directly with those needing service would impact those involved in a positive way.

CHAPTER 2

REVIEW OF LITERATURE

Some community service is performed as a punishment by the court, other forms as a requirement for school or an organization; however, the ability to help people while performing community service was cited as an important factor by 91 percent of service participants in a study by Astin and Sax (1998). While these participants were in no way forced to participate in community service, there are many reasons to complete community service, whether it be to fill a resume, gain experience for a job, or simply because you enjoy the work.

In works such as by Jones & Hill (2003), it has been suggested that commitment to community service is linked to social influences as well as personal development. The motivations for community service are numerous, and vary widely between ages, races, genders, and social classes. Each study will, either intentionally or unintentionally, focus on one or more of these areas as they research the motivations fueling community service. Some volunteers are also motivated by a perceived obligation, or tie, to an organization or service (MacNeela, 2008). This obligation is suggested to possibly begin or continue many service relationships in this area of study (MacNeela). Research over

the past twenty years or so has covered many different groups of people and motivations; however, there are many areas that have not been adequately covered. People change on a daily basis, and our social structures are constantly evolving. As this occurs, the motivation behind community service will change as well.

Varying forms of service can also influence the outcomes, such as the structural and educational differences between general community service, and more structured service learning projects or experiences (Vogelsgang & Astin, 2000). While they have common components- particularly service and voluntary involvement- their approach and synthesis of what has been done is very different. Community service can be done in student groups and school settings, and not be considered service learning. Because of the structure and thought behind service learning, it is easier to measure the effects that occur under this type of service. Individuals are specifically choosing to participate in this, while community service can be done individually for years without anyone ever knowing about it. Due to its diversity, finding a sample representative of the entire community service population would be nearly impossible. However, we can study specific aspects of it, and how they influence future participation.

Additionally, numerous studies have been done on the predictive qualities of former service on the likelihood of future service, as well as some forms of civic engagement (Hart et al., 2007). Prior community service is a good indicator of future involvement, though personal experiences will affect these results. The setting and satisfactory achievement of goals related to community service has also been discovered as a probable factor in determining future involvement (Tschirhart et al., 2001). One nine-year study investigated the long-term effects of performing community service in

undergraduate students, and found a positive association between volunteering and helping others in difficulty, understanding other cultures, and other topics (Astin et al., 1999). However, they also found that nearly one-third of those who participated in volunteerism in high school, did no volunteer work in college (Astin). Studying the behaviors and reasoning behind community service is a very challenging topic, and one that deserves further exploration.

Students interviewed by Rhoads (1998) both cited personal interactions with those they were serving as a motivating factor in their work. In this, we can see that direct community service is an idea that has been around for many years, though we may not have much research specifically surrounding it. There are many reasons that one may choose to participate, or continue to participate, in community service, and their motivations behind these decisions can demonstrate numerous things to us. In a study by Boss (1994), she found that participation in community service, along with discussion, caused students to use moral reasoning at a more advanced level. This displays to us that impact that community service can have on an individual, which has been studied in ways such as this for years. The purpose of this study was to expand upon those studies, concentrating on the effects community service caused when performing directly with those in need of services.

CHAPTER 3

METHODS

Sample

The pre and post research questionnaires used in this study were completed by a convenience sample of participants (n=362) 18 years of age or older who participated in one of three different weeklong, religious-based community service projects in the southeastern United States of America. The sample was nearly evenly split between males (47.8%) and females (52.2%), and the vast majority of participants (82.9%) were ages 18-20 years old; 14.9% were 21 to 24; 1.9% 25 to 27; and .3% were 28 to 30. Only six study participants (0.3%) reported Hispanic, Latino, or Spanish origins. The ethnic majority of subjects was White (95%) with minority represented by Black, African American, or Negro (1.7%). When asked, “How often do you volunteer in a typical year?” the majority (55.8%) reported 1-5 times. Other responses included: 0 times (7.2%), 6-10 times (24%), and 11 or more times (12.7%).

Figure 3.1 Sample Data Table

DEMOGRAPHIC	N	Minimum	Maximum	Mean	Std. Deviation
GENDER	362	1	2	1.52	.500
AGE	362	1	4	1.20	.462
HLS ORIGIN	362	1	5	1.07	.511
RACE	362	1	2	1.05	.218
OCCUPATION	319	1	7	2.76	2.189
Valid N (listwise)	319				

Instrumentation

The surveys developed for use in this study, and the study procedures, were approved by the institutional review board (IRB) of the authors' university prior to conducting the study. Questions 1 through 5 were demographic in nature, identifying the sex, age, Hispanic / Latino / Spanish origin, race of the participants, and occupation. Questions 6 through 9 on the pre-survey solicited community service history, preferences, and skills information. On the post-survey, questions 6 through 9 asked about community service preferences, future intentions, and project specific information. Questions 10 through 20 were five point Likert-style questions designed to ascertain how subjects felt about various aspects related to community service. These items remained the same on the pre and post surveys to allow the researchers to test for any differences occurring from the beginning to the end of the project.

The pre-survey was administered on the first day of the project, before any service had been completed. This administration occurred after explaining the study and providing program participants with an informed consent statement. Those choosing to participate completed the pre-survey and returned it to the principal investigator. The post-survey

was administered one week later, at the conclusion of the event. Due to unforeseen circumstances, the post-survey data were not collected from one of the service groups.

Data Screening and Analysis

After collecting the data via pre and post survey administrations during the service projects, the data were entered into IBM SPSS Statistics 20. The data subsequently was screened for data entry errors, out of range values, and missing data. SPSS was used for all statistical analyses including: frequencies, measures of central tendency, and T-tests to compare the results of the pre and post surveys given to each participant by testing for significant differences.

CHAPTER 4

RESULTS

The data from Questions 6 and 7 was analyzed for mean and standard deviation, in order to demonstrate the general preference of participants in community service, as well as their frequency. Preference mean decreased from 2.32 to 2.15, signifying a slight shift toward performing community service as a group. Frequency had a mean of 2.42, or approximately 1-5 times per year, and increased to 3.07, or an average above 6-10 times per year.

Figure 4.1 Descriptive Statistics Table

	Preference	Frequency	Preference	Future Freq.
Mean	2.32	2.42	2.15	3.07
SD	.569	.803	.534	2.73

Question 8 on the pre-test measured previous participation in the project, with a mean of 1.31 demonstrating that most participated in the past. Question 9 had a mean of 2.64, showing the average level of construction experience to be between minimal and some experience. Question 8 on the post-test was about the frequency of the participant interacting with the homeowner. A mean of 2.64 was discovered, demonstrating they saw

who they were working for at least once during their week of community service.

Question 9 documented how well they got along with the others they were working with; the mean was 3.69, suggesting that they got along with others decently.

Figure 4.2 Descriptive Statistics Table

	Past Part.	Experience	Homeowner	Group Work
Mean	1.31	2.64	2.64	3.69
SD	.462	.794	1.169	1.201

The T-tests performed using SPSS on the data included a Paired Samples T-test to compare the responses of the participants before and after community service on 12 of the 20 survey questions. A significance of $\alpha=.05$ was found for five of the paired samples. (Pair 1=.000, Pair 2=.000, Pair 6= .001, Pair 8=.007, Pair 11=.011)

Figure 4.3 Paired Samples T-Test Significance Table

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PREFERENCE - PREFERENCE	.126	.376	.023	.080	.172	5.426	261	.000
Pair 2	FREQUENCY - FUTURE FREQ.	-.642	2.731	.170	-.977	-.307	-3.769	256	.000
Pair 3	OBLIGATION - OBLIGATION	-.114	1.011	.062	-.236	.009	-1.827	263	.069
Pair 4	FRIENDS - FRIENDS	-.057	.790	.049	-.153	.039	-1.169	263	.244
Pair 5	ENJOYABLE - ENJOYABLE	-.118	.565	.035	-.187	-.050	-3.389	261	.001
Pair 6	RESUME - RESUME	-.045	.860	.055	-.153	.063	-.817	244	.415
Pair 7	NEED - NEED	.073	.674	.042	-.009	.155	1.749	259	.082
Pair 8	NONESSENTIAL - NONESSENTIAL	.203	1.191	.074	.057	.350	2.730	255	.007
Pair 9	DIFFERENCE - DIFFERENCE	-.023	.276	.017	-.056	.011	-1.344	261	.180
Pair 10	RESPECT - RESPECT	-.034	.320	.020	-.074	.005	-1.739	260	.083
Pair 11	TEAMWORK - TEAMWORK	-.065	.411	.025	-.115	-.015	-2.561	260	.011
Pair 12	HELP OTHERS - HELP OTHERS	-.015	.401	.025	-.064	.033	-.616	261	.538

Of the five significant paired samples, three of the means increased (Pair 2= +.64, Pair 5= +.12, Pair 11= +.07) and two of the means decreased (Pair 1= -.12, Pair 8= -.21)

Figure 4.4 Paired Samples T-Test Mean & Standard Deviation Table

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PREFERENCE	2.27	262	.573	.035
	PREFERENCE	2.15	262	.534	.033
Pair 2	FREQUENCY	2.43	257	.827	.052
	FUTURE FREQ.	3.07	257	2.735	.171
Pair 3	OBLIGATION	2.88	264	1.398	.086
	OBLIGATION	2.99	264	1.331	.082
Pair 4	FRIENDS	1.79	264	.934	.057
	FRIENDS	1.85	264	.939	.058
Pair 5	ENJOYABLE	4.37	262	.786	.049
	ENJOYABLE	4.49	262	.654	.040
Pair 6	RESUME	2.30	245	1.203	.077
	RESUME	2.34	245	1.179	.075
Pair 7	NEED	4.72	260	.483	.030
	NEED	4.65	260	.734	.046
Pair 8	NONESSENTIAL	2.32	256	1.289	.081
	NONESSENTIAL	2.11	256	1.307	.082
Pair 9	DIFFERENCE	4.71	262	.456	.028
	DIFFERENCE	4.73	262	.454	.028
Pair 10	RESPECT	4.57	261	.588	.036
	RESPECT	4.61	261	.582	.036
Pair 11	TEAMWORK	4.46	261	.623	.039
	TEAMWORK	4.53	261	.623	.039
Pair 12	HELP OTHERS	4.70	262	.551	.034
	HELP OTHERS	4.71	262	.453	.028

Pair 1 identified a significance relating to the question “How do you prefer to participate in community service?” The decrease signifies a shift in participant response from “By

Myself” to “With others as part of a group” or “No preference (By myself or with others)”. Pair 2 compared the participants’ level of current community service to how much they felt they would participate in the future, which increased from an average of “1-5 times” to a projected “6-10 times” following the weeklong service. Pair 5 demonstrated an increase in how enjoyable they felt community service was. Pair 8 measured whether they felt community service was nonessential in their lives, and decreased from the pre-survey to the post-survey. Pair 11 measured an increase in the participants’ ability to work well with others.

CHAPTER 5

DISCUSSION

This data demonstrates a noticeable shift in the attitudes and beliefs of community service participants involved in this project. While the scope of this project is limited due to its length, age group, and religious affiliation, it is possible to say from this data that there may be possible benefits to participants from working directly with those needing assistance.

The results are only a small step in discovering the benefits of direct community service, and could vary depending on the location, age, length, and event participating in. These results are in no way inclusive of all community service, and serve in a limited capacity to display the occurrences of this particular event. However, the ideas behind this research could drive more inspection of motivations and benefits to participants getting involved in community service, and be used in the future as an angle that organizations may want to use in order to maximize volunteer retention and success.

Further studies on this subject could explore the differences in various age groups, or with long-term service opportunities with a single organization. Many factors influence community service, both for those performing it and receiving it, which continue to be explored on a regular basis.

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APPENDIX A



Institutional Review Board
Office of Compliance
301 Potter Hall
270-745-6733; Fax 270-745-4211

APPLICATION FOR APPROVAL OF INVESTIGATIONS INVOLVING THE USE OF HUMAN SUBJECTS

The human subjects application must stand alone. Your informed consent document(s), survey instrument, and site approval letter(s) should be attached to the application and referred to in your write up of the appropriate sections so that reviewers may read them as they read your application. Thesis proposals or other documents that are meant to substitute for completing the sections of the application will not be read and should not be attached.

1. Principal Investigator's Name: Ashley
King

Email Address:

ashley.king809@topper.wku.edu

Mailing Address: 1030 Ashley Way, Lawrenceburg, KY

40342

Department: Psychology Phone: (502)517-2231

Completion of the Citi Program Training? ☒ Yes ☐ No

Found at www.citiprogram.org Date 5/10/2012

Co-Investigator: Dr. Raymond

Poff

Email Address:

raymond.poff@wku.edu

Mailing Address: 1906 College Heights Blvd.,

#21090

Department: Kinesiology, Recreation & Sport Phone: (270)745-

2498

Completion of the Citi Program Training? ☒ Yes ☐ No

Found at www.citiprogram.org Date 5/13/10

2. If you are a **student**, provide the following information:

Faculty Sponsor: Dr. Raymond Poff Department: Kinesiology, Recreation & Sport
Phone: (270) 745-2498

Faculty Mailing Address: 1906 College Heights Blvd.,
#21090

Completion of the Citi Program Training? ☒ Yes ☐ No
Found at www.citiprogram.org Date 5/13/10

Student Permanent Address (where you can be reached 12 months from now):
1030 Ashley Way, Lawrenceburg, KY 40342

Is this your thesis or dissertation research? Yes ☐ No ☒ X (Honor's
CE/T)

Policy of Research Responsibility. The Western Kentucky University Institutional Review Board defines the responsible party or parties of the research project as the Principal Investigator and Co-Principal Investigator. In those cases when a student holds the title of Principal Investigator, the Faculty Sponsor (Advisor, Supervisor, Administrator, or general managing Council) will conduct oversight of the research project and share in the accountability to assure the responsible conduct of research. Researchers outside of the Western Kentucky University campus system are required to provide proof of training to obtain approval for WKU Human Subjects protocols. This proof must be presented by the Compliance Official at the researcher's institution to the WKU Compliance official. When no training requirement exists at the researcher's host institution, training must be conducted through affiliation of Western Kentucky University CITI Program.org requirements. WKU faculty, staff, and students are required to complete the CITI Program Training modules outlined by the WKU IRB.

3. Project Period: Start upon IRB approval End 06/30/13

month, day, year

Note: Your project period may not start until after the IRB has given final approval.

4. Has this project previously been considered by the IRB? ☐ Yes ☒ No
If yes, give approximate date of review:

5. Do you or any other person responsible for the design, conduct, or reporting of this research have an economic interest in, or act as an officer or a director of, any outside entity whose financial interests would reasonably appear to be affected by the research?
☐ Yes ☒ No

If "yes," please include a statement below that may be considered by the Institutional Conflict of Interest Committee:

6. Is a proposal for external support being submitted? ☐ Yes ☒ No
If yes, you must submit (as a separate attachment) one complete copy of that proposal as soon as it is available and complete the following:
a. Is notification of Human Subject approval required? ☐ Yes ☐ No

b. Is this a renewal application? ☐ *Yes* ☐ *No*

c. Sponsor's Name:

d. Project Period: From: To:

7. You must include copies of all pertinent information such as, a copy of the questionnaire you will be using or other survey instruments, informed consent documents, letters of approval from cooperating institutions (e.g., schools, hospitals or other medical facilities and/or clinics, human services agencies, individuals such as physicians or other specialists in different fields, etc.), copy of external support proposals, etc.

8. Does this project SOLELY involve analysis of an existing database? ☐ *Yes* ☒ *No*

If yes, please provide the complete URLs for all databases that are relevant to this application, then complete Section A and the signature portion of the application and forward the application to the Office of Compliance.

If the database is not available in an electronic format readily available on the internet, please provide evidence that the data were collected using procedures that were reviewed and approved by an Institutional Review Board, then complete Section A and the signature portion of the application and forward the application to the Office of Compliance.

9. Is there a plan to publish or present the findings from the research outside the department or university? ☒ *Yes* ☐ *No*

In the space below, please provide complete answers to the following questions. Add additional space between items as needed.

I. PROPOSED RESEARCH PROJECT

- A. Provide a brief summary of the proposed research. Include major hypotheses and research design.

The primary aim of this study is to determine the perceived benefits or outcomes of direct community service among 18-24 year old volunteers (N=~800) participating in a weeklong service project organized by a religious-based organization to assist needy families across Kentucky. Direct community service provides the opportunity to serve and interact directly with people in need; this is believed to be fundamentally different than service rendered to an organization, which serves people in need. This study focuses on determining the perceived outcomes. It is one step in helping future researchers test

for differences between direct and indirect service rendered by volunteers. Pre and post surveys will be administered to the volunteers participating in these projects during June

and July 2012. The religious-based organization sponsoring and coordinating the service projects has given their approval for the research project to be conducted.

- B. Describe the source(s) of subjects and the selection criteria. Specifically, how will you obtain potential subjects, and how will you contact them?

Are the human subjects – under 18 years of age, pregnant women, prisoners, or fetus/neonates? ☐ Yes
☒ No

Subjects for the study will be recruited from among the participants in the service projects described above. Participants ages 18 and above will be invited to participate in the study as part. They will be presented with the survey in a group setting, and asked to complete the survey if they consent to do so.

- C. Informed consent: Describe the consent process and attach all consent documents.

The consent form will be read to the participants during the pre and post survey administration; copies will be available for participants to keep if desired; completion of the survey will serve as evidence of consent to participate.

- D. Procedures: Provide a step-by-step description of each procedure, including the frequency, duration, and location of each procedure.

After receiving IRB clearance, the procedures below (pre and post survey administration) will occur three times this summer (once during each of the three separate weeks of the service program). The service program will be conducted by the same religious-based organization in each study site Harrodsburg, KY, Somerset, KY, and Paducah, KY.

After arriving at the service project site, and before starting the service project, participants that are 18 or older will gather together in the gym of the location where they are staying. After the principal investigator explains the study and reads the consent document to the group, each will be given a pen, consent form, and pre-survey. After inviting them to read the consent form for further clarification if needed, those wishing to participate in the study will complete a pre-survey and individually hand in their pre-survey and consent form as they depart from the room; participants wanting to keep a consent form will be able to do so. Those not wishing to participate in the study will hand in their pre-survey and, possibly, their consent form as they exit the room. This pre-survey will take an estimated 10 minutes per participant. A post-survey administered at each project site will be administered in a similar manner, taking approximately 10 minutes each as well.

Following survey administration:

- Data will be entered in SPSS
- The raw data will be preserved on CD-Rom.
- Data screening and analysis will be conducted.
- Data will be prepared for presentation and publication purposes

E. How will confidentiality of the data be maintained? (Note: Data must be securely kept for a minimum of three years on campus.)

No identifying information will be collected from subjects in this survey or given to the researcher. These two factors help ensure confidentiality and privacy. The raw data will be preserved on CD-Rom and stored in a locked file cabinet.

F. Describe all known and anticipated risks to the subject including side effects, risks of placebo, risks of normal treatment delay, etc.

There are no known risks associated with the reporting of requested data.

G. Describe the anticipated benefits to subjects, and the importance of the knowledge that may reasonably be expected to result.

There are no known immediate or intended benefits of the research to the subjects. They may gain insight into their views regarding community service through completing the pre and post surveys.

This study will help researchers understand perceived outcomes related to direct community service. It is one step in helping future researchers test for differences between direct and indirect service rendered by volunteers.

H. List of references (if applicable):

Additions to or changes in procedures involving human subjects, as well as any problems connected with the use of human subjects once the project has begun, must be brought to the attention of the IRB as they occur.

INFORMED CONSENT DOCUMENT

Project Title: Serving People: Perceived Benefits of Direct Community Service

Investigator: Ashley King, Department of Psychology, (502)517-2231

Co-Investigator: Dr. Raymond Poff, Department of Kinesiology, Recreation and Sport (270) 745-2498

You are being asked to participate in a project conducted through Western Kentucky University. The University requires that you give agreement to participate in this project. The investigator will explain to you in detail the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. You may ask him/her any questions you have to help you understand the project. A basic explanation of the project is written below. Please read this explanation and discuss with the researcher any questions you may have. If you then decide to participate in the project, please complete the survey. A copy of this form will be provided to you to keep if desired.

Nature and Purpose of the Project: This study involves collecting data from volunteers ages 18+ participating in a weeklong community service project. The primary aim of this study is to determine the perceived benefits or outcomes of direct community service among volunteers participating in a weeklong service project organized by a religious-based organization.

Explanation of Procedures: Those willing to participate in the study should sign the consent form, answer all of the questions in the survey, and submit the sign consent form and survey.

Discomfort and Risks: There are no known discomforts or risks associated with answering the questions in the survey.

Benefits: This study will help researchers understand perceived outcomes related to direct community service. It is one step in helping future researchers test for differences between direct and indirect service rendered by volunteers.

Confidentiality: No identifying information will be collected from subjects in this survey or supplied to the researcher. Possible uses of the survey data may include, but are not limited to, academic program development, conference presentations and published articles.

Refusal/Withdrawal: Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

THE DATED APPROVAL ON THIS CONSENT FORM INDICATES THAT
THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY
THE WESTERN KENTUCKY UNIVERSITY INSTITUTIONAL REVIEW BOARD
Paul Mooney, Human Protections Administrator
TELEPHONE: (270) 745-6733

APPENDIX B

Pre-Survey – Perceived outcomes of community service

For questions 1-9, please check only one(1) answer.

<p>1) What is your sex?</p> <p><input type="checkbox"/> Male</p> <p><input type="checkbox"/> Female</p> <p>2) What is your age?</p> <p><input type="checkbox"/> 18-20 years old</p> <p><input type="checkbox"/> 21-24 years old</p> <p><input type="checkbox"/> 25-27 years old</p> <p><input type="checkbox"/> 28-30 years old</p> <p><input type="checkbox"/> 31 years old and above</p> <p>3) Are you of Hispanic, Latino, or Spanish origin?</p> <p><input type="checkbox"/> No, not of Hispanic, Latino, or Spanish Origin</p> <p><input type="checkbox"/> Yes, Mexican, Mexican Am., Chicano</p> <p><input type="checkbox"/> Yes, Puerto Rican</p> <p><input type="checkbox"/> Yes, Cuban</p> <p><input type="checkbox"/> Yes, another Hispanic, Latino, or Spanish Origin (Print) _____</p>	<p>4) What is your race?</p> <p><input type="checkbox"/> White</p> <p><input type="checkbox"/> Black, African American., or Negro</p> <p><input type="checkbox"/> American Indian, or Alaska Native (Print) _____</p> <p><input type="checkbox"/> Asian Indian</p> <p><input type="checkbox"/> Chinese</p> <p><input type="checkbox"/> Filipino</p> <p><input type="checkbox"/> Japanese</p> <p><input type="checkbox"/> Korean</p> <p><input type="checkbox"/> Vietnamese</p> <p><input type="checkbox"/> Native Hawaiian</p> <p><input type="checkbox"/> Guamanian or Chamoro</p> <p><input type="checkbox"/> Samoan</p> <p><input type="checkbox"/> Other Pacific Islander (Print) _____</p> <p><input type="checkbox"/> Other Asian (Print) _____</p> <p><input type="checkbox"/> Some other race (Print) _____</p> <p>5) What is your occupation? _____</p>									
<p>6) How do you prefer to participate in community service work?</p> <p><input type="checkbox"/> By myself</p> <p><input type="checkbox"/> With others as part of a group</p> <p><input type="checkbox"/> By myself or with others (no preference)</p> <p>7) How often do you volunteer in a typical year?</p> <p><input type="checkbox"/> 0 times</p> <p><input type="checkbox"/> 1-5 times</p> <p><input type="checkbox"/> 6-10 times</p> <p><input type="checkbox"/> 11 or more times</p>	<p>8) Have you participated in any projects with this organization in the past at any point?</p> <p><input type="checkbox"/> Yes -- If yes, how many projects? _____</p> <p><input type="checkbox"/> No</p> <p>9) What is your level of construction experience?</p> <p><input type="checkbox"/> No construction experience</p> <p><input type="checkbox"/> Minimal construction experience (mainly experiences from preparing for this project)</p> <p><input type="checkbox"/> Some construction experience</p> <p><input type="checkbox"/> Extensive previous construction experience</p>									
<p>The following is a list of statements with which you may agree or disagree. Indicate your agreement level with each statement by writing an "X" in the appropriate box.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%;">Strongly Disagree</td> <td style="width: 16.6%;">Disagree</td> <td style="width: 16.6%;">Neither Agree or Disagree</td> <td style="width: 16.6%;">Agree</td> <td style="width: 16.6%;">Strongly Agree</td> </tr> </table>					Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree						
10) I am required to complete community service for my school or other organization.										
11) I feel obligated to complete community service.										
12) I mainly volunteer because my friends do.										
13) I like to participate in community service.										
14) I do community service to make my resume look better.										
15) We need to give back to the community by volunteering and helping others.										
16) It is not something that is essential to our lives.										
17) I feel that I am making a difference when I volunteer.										
18) I respect people who are different than me.										
19) I work well with others.										
20) I feel I am helping others when I do community service.										

Taylor, A. M., & Poff, R. A. (2013). Perceived outcomes of community service: Pre-survey. Unpublished survey instrument. WKU: Bowling Green, KY.

Post-Survey – Perceived outcomes of community service

For questions 1-9, please check only one(1) answer.

<p>1) What is your sex? <input type="checkbox"/> Male <input type="checkbox"/> Female</p> <p>2) What is your age? <input type="checkbox"/> 18-20 years old <input type="checkbox"/> 21-24 years old <input type="checkbox"/> 25-27 years old <input type="checkbox"/> 28-30 years old <input type="checkbox"/> 31 years old and above</p> <p>3) Are you of Hispanic, Latino, or Spanish origin? <input type="checkbox"/> No, not of Hispanic, Latino, or Spanish Origin <input type="checkbox"/> Yes, Mexican, Mexican Am., Chicano <input type="checkbox"/> Yes, Puerto Rican <input type="checkbox"/> Yes, Cuban <input type="checkbox"/> Yes, another Hispanic, Latino, or Spanish Origin (Print) _____</p>	<p>4) What is your race? <input type="checkbox"/> White <input type="checkbox"/> Black, African American., or Negro <input type="checkbox"/> American Indian, or Alaska Native (Print) _____ <input type="checkbox"/> Asian Indian <input type="checkbox"/> Chinese <input type="checkbox"/> Filipino <input type="checkbox"/> Japanese <input type="checkbox"/> Korean <input type="checkbox"/> Vietnamese <input type="checkbox"/> Native Hawaiian <input type="checkbox"/> Guamanian or Chamoro <input type="checkbox"/> Samoan <input type="checkbox"/> Other Pacific Islander (Print) _____ <input type="checkbox"/> Other Asian (Print) _____ <input type="checkbox"/> Some other race (Print) _____</p> <p>5) What is your occupation? _____</p>					
<p>6) How do you prefer to participate in community service work? <input type="checkbox"/> By myself <input type="checkbox"/> With others as part of a group <input type="checkbox"/> By myself or with others (no preference)</p>	<p>8) How often did you see your homeowner throughout the week and spend time with them? <input type="checkbox"/> Once per day <input type="checkbox"/> Several times per day <input type="checkbox"/> Once during the week <input type="checkbox"/> 2-3 times during the week <input type="checkbox"/> Never</p>					
<p>7) In the future, how often do you think you will volunteer in a typical year? <input type="checkbox"/> 0 times <input type="checkbox"/> 1-5 times <input type="checkbox"/> 6-10 times <input type="checkbox"/> 11 or more times</p>	<p>9) How well did you get along with the participants on your crew? <input type="checkbox"/> Very well <input type="checkbox"/> Fairly well <input type="checkbox"/> Decent <input type="checkbox"/> Poorly <input type="checkbox"/> We did not get along at all</p>					
<p>The following is a list of statements with which you may agree or disagree. Indicate your agreement level with each statement by writing an "X" in the appropriate box.</p>	<table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 40%;">Strongly Disagree</th> <th style="width: 10%;">Disagree</th> <th style="width: 10%;">Neither Agree or Disagree</th> <th style="width: 10%;">Agree</th> <th style="width: 10%;">Strongly Agree</th> </tr> </table>	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree		
10) I am required to complete community service for my school or other organization.	<table border="1" style="width:100%; border-collapse: collapse;"> <tr><td style="width: 40%; height: 20px;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td></tr> </table>					
11) I feel obligated to complete community service.	<table border="1" style="width:100%; border-collapse: collapse;"> <tr><td style="width: 40%; height: 20px;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td></tr> </table>					
12) I mainly volunteer because my friends do.	<table border="1" style="width:100%; border-collapse: collapse;"> <tr><td style="width: 40%; height: 20px;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td></tr> </table>					
13) I like to participate in community service.	<table border="1" style="width:100%; border-collapse: collapse;"> <tr><td style="width: 40%; height: 20px;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td></tr> </table>					
14) I do community service to make my resume look better.	<table border="1" style="width:100%; border-collapse: collapse;"> <tr><td style="width: 40%; height: 20px;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td></tr> </table>					
15) We need to give back to the community by volunteering and helping others.	<table border="1" style="width:100%; border-collapse: collapse;"> <tr><td style="width: 40%; height: 20px;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td></tr> </table>					
16) It is not something that is essential to our lives.	<table border="1" style="width:100%; border-collapse: collapse;"> <tr><td style="width: 40%; height: 20px;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td></tr> </table>					
17) I feel that I am making a difference when I volunteer.	<table border="1" style="width:100%; border-collapse: collapse;"> <tr><td style="width: 40%; height: 20px;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td></tr> </table>					
18) I respect people who are different than me.	<table border="1" style="width:100%; border-collapse: collapse;"> <tr><td style="width: 40%; height: 20px;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td></tr> </table>					
19) I work well with others.	<table border="1" style="width:100%; border-collapse: collapse;"> <tr><td style="width: 40%; height: 20px;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td></tr> </table>					
20) I feel I am helping others when I do community service.	<table border="1" style="width:100%; border-collapse: collapse;"> <tr><td style="width: 40%; height: 20px;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td></tr> </table>					

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